



**Cleveland Heights – University Heights  
City School District**

# **Career Based Intervention**

**COURSE OF STUDY**

**July, 2008**

**Deborah S. Delisle  
Superintendent of Schools**

## **STATEMENT OF APPROVAL**

THIS COURSE OF STUDY HAS BEEN EXAMINED BY THE CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS BOARD OF EDUCATION.

THE DOCUMENT WAS FORMALLY APPROVED FOR ADOPTION BY THE BOARD OF EDUCATION ON JULY 15, 2008.

**RESOLUTION #08-07-092**

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# **ACKNOWLEDGEMENTS**

## **Career Based Intervention**

### **Cleveland Heights-University Heights School District**

Sincere appreciation goes to the following individuals for their assistance and Cooperation in preparing this vocational program's course of study:

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Lawrence Mlynek, Coordinator of Career-Technical Education

Darcel Williams, Administrative Principal, Cleveland Height High School

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Thanks also go to members of the Career Based Intervention Advisory Committee:

Pamela Booker, retired Career Based Intervention teacher

Jacqueline Blockson, guidance technician

Kim Kravitz, drug and alcohol counselor

Joy Henderson, parent-community liaison, Cleveland Heights High School

Michelle Phillips, Coordinator of Career Development, Tri Heights Consortium

Ray Tindira, teacher, DECA

Mike Riley, retired Career Based Intervention teacher

Tommy Fello, owner, Tommy's Restaurant, community activist

**RECOMMENDATION BY CAREER AND TECHNICAL ADVISORY  
COMMITTEE**

**Career Based Intervention  
Cleveland Heights-University Heights School District**

The Career and Technical Advisory Committee of the Career Based Intervention Program, Cleveland Heights-University Heights School District, has reviewed this course of study and recommends it for use as the foundation for instruction in classroom, laboratory and cooperative occupational experiences.

The developers of the course of study have considered local labor market needs and the school district's ability to offer specialized programs. The competencies found on the Integrated, Technical & Academic Competencies (ITAC) for this program have been reviewed, modified and accepted as being congruent with our school district's philosophy and student outcome measures. Additional competencies related to the Career Based Intervention Program have been incorporated into the course of study.

We believe that this course of study adequately and correctly focuses upon the development of technical competencies, attitudes, values and appreciation's critical to success in Career Based Intervention.

The Career Based Intervention Committee recommended this course of study on  
April 24, 2008.

  
Committee Member

## **DISTRICT PHILOSOPHY**

### PHILOSOPHY OF EDUCATION

The educational organization, administration, development and programs within our school system are to be guided by the following premises:

1. All children are entitled to a public education that will encourage the fullest development of their individual talents.
2. Learning is essential to individual independence and the general welfare of the changing American society.
3. Effective learning develops both intellectual and emotional qualities and is for action; its proper evaluation lies in the quality of resultant activity, not mere response.
4. Organized education, a deployment of human and material resources as means toward learning, implies learning for all -- students, teachers, administrators -- at different levels of understanding and maturity.
5. Organized education is at its best when graced with experimental attitudes and dedicated to the proposition that all issues between organization and learning shall be resolved in favor of learning.
6. All rewards and penalties adopted in the organization of education become legitimate only insofar as they assist learning.
7. For purposes of learning and growth, internal motivations are more valuable than the external, such as, grades and competition.

The primary people in our school system are first, the students, and next, the teachers. Accordingly, they will be given primary consideration in any action taken by the Board of Education.

Our school system will provide training in the basic skills.

Our school system should provide a framework in which basic problem-solving and personal adjustment methods can be learned in an orderly, phased, and wholly accessible manner.

Our school system should educate toward both responsibility and responsiveness. It should provide greatly enriched conditions for individual growth in self-awareness, in a larger social awareness, and in controlled and meaningful response both to inner and outer influences. It should strive to heighten the developing student's appreciation of the cultural and individual diversity within the human family, and improve his/her skill in working harmoniously and creatively with that diversity, since this is a rich resource for innovative and successful growth.

A major effort of the teaching-learning process should be the early development of positive self-assurance and the continuing development of individual potential to deal with a changing society, to think rationally and creatively, to be independent and productive, and to choose rewarding life activities. Thinking, creativity, independence, productivity, and activity are also characterized by individual differences. Yet they must meet external requirements, and these change with the changing society.

\*Ohio Administrative Code 3301-35-02

Approved by Board of Education February 9, 1970

Revised by Board of Education January 31, 1977

Re-adopted by Board of Education January 3, 1978; March 14, 1983;

December 11, 1989

# **CAREER BASED INTERVENTION**

## **PROGRAM OVERVIEW**

Career-Based Intervention (CBI) serves students in grades 9, 10, 11, and 12 and places them in off-campus co-operative jobs.

CBI is designed for selected students who are either underachieving, or are not successfully completing requirements in their traditionally-structured academic classes. CBI is intended to provide an alternative classroom environment and approach so that students will succeed and will acquire the knowledge and requirements needed for a state-approved diploma. Course emphasis is placed on active attempts to improve attendance and attitude, remediation of academic deficiencies, securing and retaining paid employment, and realizing the goal of graduation. Important features of CBI include individualized attention, frequent contact with parents/guardians, and cooperation between employers and the program coordinator. Upon successful completion of Career-Based Intervention, students will have the knowledge and attitude needed to assume adult responsibilities and enter the world of work.

## **POPULATION TO BE SERVED**

Career-Based Intervention is open to students 16 years of age and older and meeting any or all of the criteria that identify students as a member of the “at risk” population.

## **HOUSING OF THE PROGRAM**

The Career-Based Intervention program is taught in two distinct and inter-related environments:

**The related segment** of the subject is taught in a regular classroom setting. The atmosphere should be warm, pleasant, orderly and conducive to education. The subject taught should be easily identifiable. An office with a telephone should be located within the classroom, to facilitate employer contacts and individual student conferences.

**The employment segment** of the program takes place at job sites meeting all federal, state and local guidelines and approved by the CBI coordinator as well as parents/guardians.

## **SUPERVISION OF THE PROGRAM**

Career-Based Intervention in Cleveland Heights-University Heights is supervised by the Supervisor of Career and Technical Education.

## **OCCUPATIONAL AREAS ADDRESSED BY THE PROGRAM**

Career-Based Intervention is designed to prepare and assist students with the acquisition of entry level employment at approved non-hazardous work sites that are of interest and fall within any of the career clusters. CBI also prepares students to go on to other Career Technical Education Programs

# **PROGRAM DESIGN CAREER-BASED INTERVENTION**

## **PROGRAM PHILOSOPHY**

The Career and Technical Education program should prepare students to meet the challenges in the world of work brought about by technology and rapidly changing society. The various programs are designed to equip students to enter colleges, universities and post high school technical institutions if they so desire. Recognizing the interrelationship between applied skills and related concepts, the curriculum encompasses hands-on experiences, technological concepts, and analytical and critical thinking. The CBI program is closely monitored to promote continued improvement in the quality of education.

Cleveland Heights is an inner ring community. Preparing students for immediate employment is the primary goal of CBI. Business and industrial representatives from the Cleveland Heights area are used extensively on advisory committees in order to determine if the needs of the world of work are met. Placement of students on jobs is of primary importance after program completion. The CBI program is viable and in line with the needs of the business and industrial sector.

## **PROGRAM GOALS**

1. Develop concepts in the following units:
  - Solving problems and thinking skillfully
  - Communicating effectively
  - Applying technology
  - Working responsibly
  - Planning and managing a career
  - Managing resources
2. Motivate students to become successful
3. Improve attitudes toward the value of education
4. Develop through work experience, the necessary attitudes and abilities to become gainfully employed
5. Encourage the continuation of lifelong education
6. Provide whatever remedial instruction may be necessary for high school graduation
7. Help students adapt and adjust to different or unfamiliar environs

The subject taught should be easily identifiable. An office with a telephone should be located within the classroom, to facilitate employer contacts and individual student conferences.

## **SUPERVISION OF THE PROGRAM**

Career-Based Intervention at Cleveland Heights High School is supervised by the Supervisor of Career and Technical Education.

## **OCCUPATIONAL AREAS ADDRESSED BY THE PROGRAM**

Career-Based Intervention is designed to prepare and assist students with the acquisition of entry level employment at approved non-hazardous work sites that are of interest and fall within any of the career clusters. CBI also prepares students to go on to other Career and Technical Education Programs.

## **BASIC PROGRAM OPERATION**

Educational experiences are planned and structured to provide:

- Both classroom instruction and out-of-school work experiences at suitable locations
- Content intended to assist in the development of fundamental knowledge, skills, abilities, values and attitudes necessary for successful transition to adulthood and the workforce
- In-school and on-job experiences which will lead to the development of entry-level employability skills and practices

## **FIELD EXPERIENCE AND/OR EARLY PLACEMENT**

Field experience is an integral part of each student's program and is provided through in-school and out-of-school job placement experiences. These experiences are cooperatively planned by the teacher, student, parents, and employer as labor laws for minors permit. The teacher/coordinator supervises the students and expects students to keep appropriate records of experiences and competencies gained.

## **ARTICULATION AGREEMENTS**

Career-Based Intervention in the Cleveland Heights University Heights City Schools:

- Involves at-risk students and serves those to assist in the transition to full-day class or another CTE program
- Is an approved program under the Ohio Department of Education in agreement with the department of Trade and Industrial Education

## **INTEGRATED ACADEMICS**

Assessment in written and oral communications skills, basic math, and reading will be given in order to plan for individual remediation as needed, especially in assisting students to pass the State of Ohio 10<sup>th</sup> Grade Proficiency Test.

Learning styles will be assessed to allow for teaching-technique adjustments to accommodate for the needs of each student.

## **TECHNOLOGY**

Classroom instruction is structured to include:

- Basic computer understanding and application, with emphasis on using word processing for both personal and business use, and utilization of the Internet.
- To understand and apply the use of electronic calculators for record keeping and for basic computational skills

## **STUDENT LEADERSHIP**

- The CBI class will elect class officers. The officers will have a daily role in enforcing discipline and implementing class activities. The officers will be the main motivators for all students to take an active part in activities
- Each student will be required to be a member of at least one Class Committee. This committee will be lead by the officers and the committee chairpersons. The students will plan field trips, fund-raising, community service projects and the Spring Appreciation Banquet

## **CRITICAL THINKING AND DECISION MAKING**

Through individual exercises and team activities, students will be encouraged:

- To develop critical thinking skills that will lead to problem-solving and higher order thinking, both in other life situations and at work
- To work cooperatively with diverse groups of people
- To use a structured problem-solving approach that includes, but is not limited to: selecting a course of action, identifying the options, setting new goals and evaluating progress

## **DISCLAIMER STATEMENT**

This Course of Study conforms to all federal, state and local laws and regulations including Title IX and non-discrimination against any student because of race, color, creed, sex, religion, citizenship, economic status, married status, pregnancy, handicap, other physical characteristics, age, or national origin. This policy of nondiscrimination shall also apply to otherwise qualified handicapped individuals.

## **PROFILE CODES**

TPO: Terminal Performance Objective  
OCAP: Occupational Competency Assessment Profile  
ITAC: Integrated Technical Academic Content

## **SCOPE AND SEQUENCE CAREER BASED INTERVENTION**

### **OCAP 2.3: Prepare for employment.**

*TPO: After completing practice exercises on overhead transparencies and participating in class discussions, prepare for employment by completing a portfolio of necessary documents for a job search.*

- 2.3.1 Review employment laws
- 2.3.2 Recognize purpose of work permit
- 2.3.3 Identify barriers to employment
- 2.3.4 Describe ways to overcome employment barriers
- 2.3.5 Research job opportunities
- 2.3.6 Utilize employment sources
- 2.3.7 Prepare for employment tests
- 2.3.8 Review employment and payroll forms
- 2.3.9 Memorize social security number
- 2.3.10 Secure names and addresses of references
- 2.3.11 Prepare a “pocket resume”

### **ITAC 5.1: Identify how personal interests, abilities and skills relate to choosing a career.**

*TPO: After completing The Career Game interest survey as well as assessments of aptitudes and abilities, identify how personal interests, aptitudes and abilities relate to choosing a career. List at least five of your own interests, aptitudes and abilities that will guide your career choice.*

- 5.1.1 Determine own interests and aptitudes
- 5.1.2 Relate personal interests to academic and occupational skills
- 5.1.3 Identify impact of abilities and skills on career development
- 5.1.4 Identify how self-knowledge relates to making career choices

### **ITAC 5.2: Investigate career options.**

*TPO: Given a list of possible careers and a Career Research Report Form, use the Occupational Outlook Handbook and other library and on-line resources to investigate which of these career options is best for you.*

- 5.2.1 Identify career options, including self-employment and nontraditional careers
- 5.2.2 Identify the range of available career information sources
- 5.2.3 Research knowledge, abilities and skills needed in each occupation using a variety of resources. (e.g. handbooks, career materials, labor market information, computerized career-information delivery systems, and role models/mentors)

- 5.2.4 Select careers that best match interests and aptitudes
- 5.2.5 Analyze the impact of factors such as populations, climate, employment trends, and geographic location on occupational choice
- 5.2.6 Assess differences in the wages, benefits, annual incomes, cost of living and job opportunities associated with selected career options
- 5.2.7 Identify potential conflicts between interest/aptitudes and career choices
- 5.2.8 Identify how career choices influence family, personal life, and lifestyle
- 5.2.9 Assess labor market information pertaining to career options
- 5.2.10 Explore future trends and occupations in the world of work

**ITAC 5.3: Chart career using career-planning skills.**

*TPO: Utilizing the personal and career information obtained from self-assessments and career research, prepare a portfolio illustrating your short-term and long-term career goals and your plans for achieving your goals.*

- 5.3.1 Demonstrate use of career information
- 5.3.2 Identify elements of career planning
- 5.3.3 Summarize the educational requirements of various occupations
- 5.3.4 Identify skills that apply to a variety of occupations
- 5.3.5 Identify challenges that may interfere with individual career plan. (e.g. gender issues, misinformation, expectations of others, and conditions of labor market)
- 5.3.6 Identify short-term and long-term goals for achieving career plan
- 5.3.7 Develop a career plan
- 5.3.8 Showcase interests, aptitudes and skills utilizing a portfolio
- 5.3.9 Annual review/revise the individual career plan

**ITAC 3.4: Use word-processing software in work-related situations.**

*TPO: Given access to the computer lab and samples of the formats for various business letters and memorandums, utilize word-processing to produce at least 3 high quality business letters and 3 memos.*

- 3.4.1 Demonstrate knowledge of the functions and features of word-processing software
- 3.4.2 Construct word-processed documents for the specified purpose
- 3.4.3 Locate needed operations information using software documentation or help functions
- 3.4.4 Integrate databases, spreadsheets, graphics and desktop publishing files into word-processed documents
- 3.4.5 Edit documents using available software features and functions

**ITAC 5.4: Demonstrate skills needed to enter or reenter the workforce.**

*TPO: Utilizing handouts and given access to the computer lab, prepare a portfolio which includes a typewritten personal resume; sample business letters to be used when conducting a job search; a personal career narrative and skills assessment summary; and a tip-sheet for job interviewing. The portfolio must be error free.*

- 5.4.1 Apply knowledge of personal abilities, interests and skills to the seeking of employment regionally, nationally and globally
- 5.4.2 Develop job-getting tools (including resumes, letter of applications and portfolios)
- 5.4.3 Demonstrate job-getting skills (including locating acceptable jobs, interviewing, completing a job application and interpreting an employee contract)
- 5.4.4 Demonstrate skill in a second language if required for the position
- 5.4.5 Maintain a portfolio demonstrating job competence and containing job-getting tools

**OCAP 2.6: Demonstrate interview skills.**

*TPO: After lectures, discussions, videos, guest speakers, and role-playing in groups, demonstrate interview skills by successfully participating in mock interviews with business people from the Advisory Committee.*

- 2.6.1 Research the organization/company
- 2.6.2 Identify appropriate dress and personal hygiene
- 2.6.3 Demonstrate interviewing etiquette
- 2.6.4 Demonstrate good oral communication skills
- 2.6.5 Describe methods for handling illegal interview

**ITAC 5.5 Demonstrate job-keeping skills.**

*TPO: Given scenarios obtained from videotapes, as well as case studies of actual employment situations, utilize the appropriate arithmetic, communications, or interpersonal skills to solve typical problems in the workplace.*

- 5.5.1 Demonstrate strong communication skills
- 5.5.2 Apply basic arithmetic and mathematics skills to job tasks
- 5.5.3 Apply thinking skills to job tasks (including creative thinking, decision making, reasoning, problem solving, interpretation of information)
- 5.5.4 Apply interpersonal skills in relating to others on the job
- 5.5.5 Identify an awareness of employer expectations for the job
- 5.5.6 Carry out job tasks in accordance with other employer expectations
- 5.5.7 Display positive work ethic

**ITAC 4.2: Contribute to teamwork.**

*TPO: After participating in group problem-solving activities, watching videos, and taking part in class discussions, identify components of a “team attitude” so that workplace and classroom activities are carried out effectively.*

- 4.2.1 Demonstrate sensitivity to cultural, gender, and generational differences (in communication, interpersonal skills, and learning preferences)

- 4.2.2 Demonstrate concern for each team member and for team goals (e.g. provide encouragement, maintain a can-do attitude and common focus)
- 4.2.3 Complete aspects of assigned tasks according to team-established procedures and with specific timelines
- 4.2.4 Employ group process techniques to solve problems, make decisions, build consensus, resolve or manage conflicts construct compromises, support self-expression, and bring forth new ideas and opinions
- 4.2.5 Evaluate the team's efforts

**ITAC 4.4: Demonstrate the work ethic.**

*TPO: After reviewing actual handbooks, and discussing actual job scenarios, identify and adhere to basic standards for personal and professional work habits.*

- 4.4.1 Exhibit desirable personal and professional attitudes and behaviors (including positive view of self and work, awareness of impact on others, responsibility, pride)
- 4.4.2 Exhibit desirable personal and professional work habits and behaviors (including punctuality, regular attendance, quality performance, meeting or exceeding of job expectations, self motivation, honesty)
- 4.4.3 Determine own role within the company's mission
- 4.4.4 Participate in required and voluntary professional development to benefit employer and self
- 4.4.5 Improve performance for the benefit of employer and self
- 4.4.6 Display a sense of personal responsibility for the welfare of company and colleagues
- 4.4.7 Distinguish between work ethics of various organizations, work groups, and cultures

**ITAC 4.5: Comply with the confidentiality requirements of workplace policies and procedures.**

*TPO: Based on criteria specific in a presentation by a guest speaker who is a human resource director, identify confidential information in the workplace and guidelines for maintaining confidentiality.*

- 4.5.1 Identify types of confidential information (including mail and information about personnel, customers, and company)
- 4.5.2 Maintain records on the distribution of information using established format and procedures
- 4.5.3 Provide information only to authorized personnel, whether transmitted physical or via technology
- 4.5.4 Inspect returned materials for completeness
- 4.5.5 Identify the consequences of a breach of confidentiality

**ITAC 4.6: Apply appropriate strategies for dealing with the differences associated with diversity (e.g. racial, ethnic, gender, educational, social and age).**

*TPO: In a simulated workplace scenario conducted by a professional facilitator, students will conduct themselves without the use of stereotypes or disrespectful actions.*

- 4.6.1 Recognize the differences associated with diversity and the implications of those differences
- 4.6.2 Demonstrate effective interpersonal skills in working with others of different backgrounds
- 4.6.3 Express feelings, actions and ideas respectfully
- 4.6.4 Identify appropriate strategies and solutions for dealing with cultural conflicts and differences
- 4.6.4 Demonstrate respect for diverse international business practices and etiquette

**OCAP 1.3: Establish positive work relationships.**

*TPO: Using information from videotapes and class discussions, establish positive work relationships with classmates, co-workers and supervisors so that employment and class activities are successful.*

- 1.3.1 Exhibit appropriate work habits and attitudes
- 1.3.2 Follow rules and regulations
- 1.3.3 Identify components of successful working relationships
- 1.3.4 Identify benefits of appropriate work habits and attitudes
- 1.3.5 Identify appropriate social skills
- 1.3.6 Adapt to changing situations and technology
- 1.3.7 Perform quality work

**OCAP 1.9: Develop problem solving techniques.**

*TPO: Utilizing information obtained from case studies, videos and class discussions, develop structured problem-solving techniques which can be utilized effectively in the workplace, school, or other life situations.*

- 1.9.1 Define the problem
- 1.9.2 Assess the current situation
- 1.9.3 Analyze alternatives and their consequences
- 1.9.4 Reach consensus on a solution
- 1.9.5 Anticipate possible consequences of solution
- 1.9.6 Try solution on a limited basis
- 1.9.7 Analyze result of solution
- 1.9.8 Implement solution or try another solution
- 1.9.9 Develop a plan for continued improvement

**ITAC 1.2: Read for information and understanding.**

*TPO: Using a variety of reference materials, develop techniques to identify and interpret key information from written materials, manuals, graphs and schedules.*

- 1.2.1 Locate needed information in written materials using formatting cues, skimming and scanning
- 1.2.2 Interpret written information, including manuals, graphs and schedules
- 1.2.3 Unlock the meaning of unknown or technical vocabulary using standard strategies (e.g. context clues and prefixes and suffixes)
- 1.2.4 Locate key points, main ideas, relevant details, facts and specifications in written materials
- 1.2.4 Judge the accuracy, appropriateness, style and plausibility of information, proposals, or theories in printed materials

**ITAC 1.3: Use observation skills to analyze work-related situations.**

*TPO: Using case studies and actual work situations, identify patterns and behaviors that create problems between people in the workplace and devise strategies that can be applied when these problems arise.*

- 1.3.1 Collect data through sensory perceptions—seeing, hearing, tasting, touching and smelling
- 1.3.2 Identify predictable patterns and relationships in given situations
- 1.3.3 Monitor situation for deviations
- 1.3.4 Identify patterns and relationships that create doubt, uncertainty, difficulty or disappointment
- 1.3.5 Devise appropriate responses to given situation
- 1.3.6 Apply past observations to present work-related situations

**ITAC 1.4: Apply mathematical processes.**

*TPO: After review of basic mathematical operations, keep records and solve workplace-related problems with minimum number of errors.*

- 1.4.1 Solve mathematical problems involving whole numbers and integers
- 1.4.2 Solve mathematical problems involving fractions, mixed numbers, decimals, percentages, ratios and proportions
- 1.4.3 Apply systematic counting techniques and algorithmic thinking to represent, analyze, and solve problems
- 1.4.4 Use estimates to determine reasonableness of proposed problem solutions
- 1.4.5 Use appropriate technology in the solution of math-related problems
- 1.4.6 Describe problems using numerical, symbolic and graphical representations
- 1.4.7 Apply combinations of algebraic techniques
- 1.4.8 Represent problem situations with geometric models (including applying the properties of figures)
- 1.4.9 Express mathematical ideas orally and in writing

**ITAC 1.5: Apply measurement and spatial skills.**

*TPO: Given an array of common work-place tasks, apply measurement skills and tools to complete the tasks within the degree of accuracy specified for each task.*

- 1.5.1 Demonstrate knowledge of units of measurement
- 1.5.2 Select measurement techniques appropriate for given situations
- 1.5.3 Match measurement tools to measurement requirements
- 1.5.4 Determine degree of accuracy required for given situations
- 1.5.5 Analyze implications of the degree of accuracy of various measurements

**ITAC 1.6: Apply statistical analysis skills.**

*TPO: Using examples from newspapers and magazines, interpret statistical data in order to draw accurate inferences and predictions.*

- 1.6.1 Estimate probability using standard techniques and formula
- 1.6.2 Make inferences or predictions based on data analysis
- 1.6.3 Represent statistical data using tables, charts and graphs

**ITAC 1.7: Analyze critical data to guide work activities.**

*TPO: In simulated workplace situations, identify and record critical data needed to carry out the task in compliance with established procedures.*

- 1.7.1 Identify critical data needed
- 1.7.2 Determine the level of detail necessary for various situations according to prescribed procedures (including task analysis; financial activities; personnel matters; customer contacts; noncompliance and violations; and/or deviations from normal operation of processes, equipment and instrumentation)
- 1.7.3 Ensure that documentation is complete and error-free and provides valid and reliable evidence
- 1.7.4 Ensure that documentation is in compliance with established procedures
- 1.7.5 Analyze documentation to determine appropriate actions for specific situation

**ITAC 1.8: Utilize scheduling techniques to ensure that jobs are completed by the stated due date.**

*TPO: Using written weekly and monthly schedules, complete assigned classroom tasks and assignments according to established deadlines.*

- 1.8.3 Develop meeting schedules
- 1.8.4 Distribute schedules to all concerned personnel
- 1.8.5 Implement schedules as planned
- 1.8.6 Make changes in schedules as appropriate

**ITAC 2.1: Apply basic communication skills.**

*TPO: Given a variety of simulated workplace communications activities, respond orally or in writing in a way that states the message clearly while observing established rules for grammar and word usage.*

- 2.1.1 Guide communication activities using established rules for grammar, word usage, spelling and sentence construction
- 2.1.2 Select communication style appropriate to audience and situation
- 2.1.3 Present messages in a form that assists recipient's understanding (e.g. speak and write clearly and concisely, write legibly)
- 2.1.4 Locate needed information using communications reference tools (e.g. dictionary, thesaurus, style manual, word division guide)
- 2.1.5 Interpret oral, written and nonverbal message
- 2.1.6 Follow written and oral instructions
- 2.1.7 Clarify messages received (e.g. through paraphrasing questioning)

**ITAC 2.2: Apply oral communication skills.**

*TPO: Following prescribed guidelines for organization and speaking techniques, present an effective oral report on a topic of your choice.*

- 2.2.1 Apply basic communications skills in communicating orally
- 2.2.2 Use nonverbal techniques to reinforce the intended verbal message
- 2.2.3 Support oral communication with creative attention-getters, analogies, examples, verbal illustrations, etc.
- 2.2.4 Supplement oral communications with other forms of communication (including graphic, written, artistic)
- 2.2.5 Demonstrate sensitivity to cultural diversity (e.g. accepted variations in distances between speakers, use of eye contact, meaning of gestures, bias-free language)
- 2.2.6 Adjust delivery to perceived reception

**ITAC 2.3: Apply written communication skills.**

*TPO: Given an assigned topic, produce a five-paragraph essay based on criteria specified in the assessment rubric used for grading 10<sup>th</sup> grade OGT Proficiency Test for Writing.*

- 2.3.1 Apply basic communication skills in communicating in written form
- 2.3.2 Organize information into the appropriate format in accordance with standard practices
- 2.3.3 Incorporate creative and original elements (e.g. unique writing style, content, layout) in the written product
- 2.3.4 Supplement written communication with other forms of communication (including graphic, oral, artistic)
- 2.3.5 Demonstrate sensitivity to cultural diversity
- 2.3.6 Use technology (e.g. spelling checkers) to enhance accuracy

**ITAC 2.4: Apply technical writing skills.**

*TPO: Given an assigned topic, explain the topic clearly and concisely, utilizing appropriate writing conventions as well as graphics and/or charts.*

- 2.4.1 Apply basic communications skills
- 2.4.2 Consider topic in relation to the audience and purpose
- 2.4.3 Determine when graphics, charts, and sketches are needed to support and clarify text
- 2.4.4 Present information in a clear and concise manner

**ITAC 2.5: Apply listening skills.**

*TPO: Given a variety of simulated oral and written messages from work situations, interpret and restate the key facts so that the message is clearly delivered.*

- 2.5.1 Identify major points of the message (including key information, directions, specific details)
- 2.5.2 Determine the real needs or goals by attending to both verbal and nonverbal messages
- 2.5.3 Differentiate between facts, opinions and feeling
- 2.5.4 Document message using standard note-taking
- 2.5.5 Overcome communication
- 2.5.6 Clarify communications by rephrasing statements, asking question, showing empathy, and interpreting both verbal and nonverbal information

**ITAC 2.6: Apply demonstration/presentation skills.**

*TPO: After viewing videotapes of effective presentations, and demonstrations, produce an original presentation or demonstration that clearly illustrates a selected topic or issue.*

- 2.6.1 Apply basic communication skills in presenting a demonstration/presentation
- 2.6.2 Select a valid and reliable reference (s)
- 2.6.3 Organize content based on purpose and audience
- 2.6.4 Determine desirable format
- 2.6.5 Incorporate creative and original elements into the demonstration/presentation
- 2.6.6 Organize the components necessary to conduct a demonstration/presentation (including resources, equipment, handouts, graphics, advance organizers)
- 2.6.7 Incorporate media that support the purpose of the demonstration/presentation (including projections equipment, computer software)
- 2.6.8 Present the results of an investigation
- 2.6.9 Demonstrate the operation of specific equipment, techniques and procedures
- 2.6.10 Communicate possible problems, processes, and solutions
- 2.6.11 Demonstrate knowledge of the topic (s) to be communicated
- 2.6.12 Use self-expression appropriate to the situation (including grooming, adjustment of behavior, expression of feelings and idea)
- 2.6.13 Convey information to audience according to accepted business practices

**ITAC 2.7: Apply graphic communication skills.**

*TPO: After reviewing effective examples, prepare a notebook, bulletin, or a power-point presentation illustrating one of our SkillsUSA chapter's community service events.*

- 2.7.1 Apply basic communication skills in communicating through graphics
- 2.7.2 Ensure that all information is accurate and complete
- 2.7.3 Specify graphics needed to support presentation
- 2.7.4 Communicate information using graphics in print, poster or transparency form
- 2.7.5 Communicate information using slides prepared with presentation software
- 2.7.6 Incorporate creative and original elements into graphics
- 2.7.7 Employ effective design techniques in development of graphics (including space, lines, shading, shaping, symbols)
- 2.7.8 Demonstrate sensitivity to cultural diversity

**ITAC 2.8: Apply artistic communication skills.**

*TPO: After participating in various field trips and experiences that offer exposure to the visual or performance arts, prepare an artifact or performance that represents a significant statement of personal values.*

- 2.8.1 Apply basic communication skills to communicating artistically
- 2.8.2 Participate in a wide variety of experiences that expose self to an appreciation of the arts disciplines-dance, music theater, and the visual arts
- 2.8.3 Analyze exemplary works through exploring the relationship between artistic practices, products and perspectives
- 2.8.4 Interpret historical and modern artifacts
- 2.8.5 Demonstrate artistic and creative techniques of production and performance
- 2.8.6 Create and original artifact or performance that demonstrates an understanding of history and culture

**ITAC 2.10: Create graphs and charts.**

*TPO: Utilizing examples from handouts and textbook, create graphs and charts to accurately illustrate factual information on a chosen topic.*

- 2.10.1 Access sources of needed information
- 2.10.2 Select data for inclusion
- 2.10.3 Convert data into chosen graphical format
- 2.10.4 Ensure that the results are correctly represented (including font, scale, size)
- 2.10.5 Draw conclusions from information presented in graphs and charts

**OCAP 1.7: Manage Team Meetings.**

*TPO: Utilizing information obtained from textbooks and SkillsUSA manage a team meeting according to accepted rules of parliamentary procedure.*

- 1.71 Establish purpose and goals of meetings

- 1.72 Develop an agenda
- 1.73 Conduct/participate in team meeting
- 1.74 Critique team meeting
- 1.75 Provide meeting follow-up
- 1.76 Identify strategies for improvement

**ITAC 4.1: Demonstrate Leadership.**

*TPO: After reading literary and newspaper selections describing various leaders and their contributions to society, demonstrate an understanding of the principles of leadership by carrying out effective chapter projects of SkillsUSA and taking part in regional and state competitive events.*

- 4.1.1 Identify a variety of leadership strategies
- 4.1.2 Demonstrate leadership qualities
- 4.1.3 Distinguish between the uses of leadership and management
- 4.1.4 Analyze the factors influencing choice of leadership strategy in a given situation
- 4.1.5 Match leadership strategies to the given group situation
- 4.1.6 Collaborate with others to accomplish goals

**ITAC 4.3: Choose ethical courses of action in all work assignments and personal interactions.**

*TPO: After reading and discussing literary selections and work case studies with the theme of personal ethics, develop a personal code of ethics, and identify tactics that will be effective when individuals or organization commit unethical behavior.*

- 4.3.1 Establish a personal code of ethics
- 4.3.2 Ensure that personal code of ethics is consistent with the professional code of ethics of the chosen profession
- 4.3.3 Identify strategies that strengthen desirable characteristics (including honesty, integrity, compassion, empathy and justice)
- 4.3.4 Identify consequences of unethical conduct
- 4.3.5 Recognize conflict between personal/professional ethics and ethics of others
- 4.3.6 Demonstrate awareness of legal responsibilities (e.g. copyright laws, harassment, equity)
- 4.3.7 Identify strategies for responding to the unethical actions of individual and organizations

*TPO: As a part of the team building process, communicate with others by demonstrating proficiency in active listening, questioning techniques, and utilization of feedback, meeting standards set by the group.*

- 1.6.1 Develop active listening skills
- 1.6.2 Practice active listening skills
- 1.6.3 Ask questions for clarification
- 1.6.4 Use supportive and constructive feedback

**ITAC 6.1: Apply self-management processes in the workplace.**

*TPO: After viewing videotapes of workplace scenarios and given a simulated list of job tasks from a work site, work as a team to construct a schedule to prioritize and complete the job tasks efficiently.*

- 6.1.1 Develop a system for organizing work
- 6.1.2 Apply time-management skills
- 6.1.3 Apply anger-management
- 6.1.4 Apply stress-management
- 6.1.5 Arrange work environment based on the principles of ergonomics
- 6.1.6 Maintain a work area conducive to productivity (e.g. neat, orderly)
- 6.1.7 Manage resources to support achievement of goals

**ITAC 6.2: Use reference materials to obtain information appropriate to a given problem, topic or situation.**

*TPO: Using information obtained from a variety of electronic and library resources, devise two possible solutions for a given problem.*

- 6.2.1 Obtain needed technological and informational reference materials
- 6.2.2 Collect information from selected references
- 6.2.3 Evaluate the validity and reliability of the information obtained
- 6.2.4 Organize information and use it in problem solving, decision making or communications
- 6.2.5 Apply information to workplace situations

**OCAP 7.1: Assess importance of health.**

*TPO: Utilizing information from guest speakers and textbook, list positive and negative influences on wellness.*

- 7.1.1 Identify benefits of good nutrition
- 7.1.2 Identify benefits of proper rest
- 7.1.3 Identify benefits of exercise
- 7.1.4 Identify health care resources
- 7.1.5 Identify benefits of good grooming and personal hygiene
- 7.1.6 Identify benefits of regular health exams
- 7.1.7 Identify formal and informal support systems
- 7.1.8 Identify stress-management methods

**OCAP 7.2: Identify substance use, abuse and its effects.**

*TPO: Using information obtained from videos, guest lectures, and discussions, identify the consequences of use and abuse of controlled substances.*

- 7.2.1 Examine tobacco use and abuse

- 7.2.2 Examine alcohol use and abuse
- 7.2.3 Examine use and abuse of legal drugs
- 7.2.4 Examine use and abuse of illegal drugs
- 7.2.5 Identify available community based resources for support information

**OCAP 7.3: Examine consequences of sexual behavior.**

*TPO: After viewing videos and guest speakers from Planned Parenthood, the Aids Task Force, and the Free Clinic, describe several of the probable consequences of early sexual activity for young people, and their implications for daily life now and in the future.*

- 7.3.1 Identify factors that influence sexual decisions
- 7.3.2 Identify responsible sexual behavior
- 7.3.3 Assume responsibility for personal sexual behavior
- 7.3.4 Identify types of sexually transmitted diseases
- 7.3.5 Identify available community-based resources for support/information

**OCAP 5.1: Maintain a safe work environment.**

*TPO: Following demonstrations, special reading passages, videos, and class discussions, maintain a safe work environment conforming 100% to all standards and guidelines established by the Occupational Safety and Health Administration (OSHA), the Environmental Protection Agency (EPA), the state safety commission, applicable federal and state labor law bodies, and the local fire code.*

- 5.1.1 Identify all federal and state laws regarding safety specifically described in the training plan
- 5.1.2 Monitor condition of equipment
- 5.1.3 Recognize potential hazards in school, home or job site
- 5.1.4 Report unsafe work conditions
- 5.1.5 Practice safe handling of cutting edges
- 5.1.6 Use protective clothing/equipment
- 5.1.7 Identify fire extinguishing methods
- 5.1.8 Report all injuries to supervisor

**OCAP 5.2: Demonstrate proper lifting and carrying techniques.**

*TPO: Following demonstrations, videos, supervised practices, and lectures by visiting medical experts, demonstrate proper lifting and carrying techniques for various sizes, shapes, weights, and types of object.*

- 5.2.1 Load items safely according to instructions, with no mistakes
- 5.2.2 Sort items safely by weight with no mistakes
- 5.2.3 Lift items safely according to instructions with no mistakes

**OCAP 5.3: Explain basic first aid techniques.**

*TPO: After guest speaker, reading assignments and viewing videos, explain basic first aid techniques which are appropriate for various emergency situations described or presented with 100% accuracy and comprehension.*

- 5.3.1 Follow established emergency procedures with no mistakes
- 5.3.2 Identify care for minor cuts and bumps as specified in the first aid text with 90% accuracy
- 5.3.3 Identify care for choking as described in the first aid text with no mistakes

**OCAP 5.4: Identify emergency exits.**

*TPO: After being shown the location of all emergency exits and the designated evacuation procedures applicable to various situations, identify emergency exits by completing a quick and orderly practice drill utilizing the designated exits.*

- 5.4.1 Locate emergency exits with 100% accuracy
- 5.4.2 Check lighting at 100% of emergency exits
- 5.4.3 Explain emergency exit procedures with no mistakes
- 5.4.4 Rehearse and practice emergency exit procedures in orderly manner with no mistakes
- 5.4.5 Maintain unobstructed emergency exits at all times in school and on job

**OCAP 5.6: Handle hazardous material safely.**

*TPO: Following instruction and practice in reading Material Safety Data Sheets (MSDS), demonstrate ability to handle hazardous materials safely according to OSHA and EPA guidelines, with 100% accuracy.*

- 5.6.1 Follow instructions according to OSHA and EPA guidelines
- 5.6.2 Identify location and use of Material Safety Data Sheets at job sites
- 5.6.3 Identify proper methods of handling materials
- 5.6.4 Identify proper methods of storing materials
- 5.6.5 Identify proper methods of disposing of materials

**ITAC 6.7: Manage work and family responsibilities for the well-being of self and others.**

*TPO: Based on case studies and first-hand interview of working adults, report on the ways that work affects family life and family life affects work.*

- 6.7.1 Explore the meaning of work and the meaning of family
- 6.7.2 Analyze how work life is affected by families and how families are affected by work life
- 6.7.3 Implement strategies for balancing work and family

**ITAC 6.11: Make informed financial decisions.**

*TPO: After simulations of budgeting and banking considerations for a typical family, design and implement an annual personal budget and savings plan.*

- 6.11.1 Identify the need for personal financial management
- 6.11.2 Create a budget
- 6.11.3 Evaluate the effectiveness of the budget
- 6.11.4 Demonstrate knowledge of how credit affects personal/family finances
- 6.11.5 Identify the steps to follow to avoid credit problems
- 6.11.6 Make informed consumer choices in response to personal needs and wants
- 6.11.7 Identify the factors that influence consumer decisions (e.g. advertisements, peer groups, price)
- 6.11.8 Recognize the value of company benefits and the importance of planning
- 6.11.9 Identify the costs and benefits for individuals of various types of taxation at local, state and federal levels

## **STUDENT ASSESSMENT POLICY CAREER-BASED INTERVENTION**

Evaluation of student performance in Career-Based Intervention is on-going and criterion-referenced. Performance objectives include the criteria that students are to meet. The number of competencies mastered will be translated into appropriate grades consistent with the school grading system, whose grading scale is:

90-100%	=	A
80—89%	=	B
70—79%	=	C
60—69%	=	D
Below 60%	=	F

All students will be evaluated on a daily basis in order to generate a comprehensive grade for such areas as attendance, class preparation, participation, pre/post tests, quizzes, unit tests, completion of assignments, notebooks, work experience, employer evaluation, mid-term and final examinations, and attendance at the annual spring banquet. In addition, students will be evaluated on attitude and behavior, both in the classroom and on the job. The coordinator will compile classroom grades and will visit the job site regularly to evaluate student progress.

Paid work experience off campus or an approved on-going volunteer assignment is a required component of the Career-Based Intervention program. A formal written evaluation will be completed each marking period by the employer, as part of the student's work experience grade.

The students will receive two grades each quarter. They will receive a grade from class, the other grade will be from their job evaluation.

Upon successful completion of CBI, each student will receive a certificate of completion from the State Department of Education and a Career Passport detailing competencies and work experience.